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ABSTRACT

The handbook is designed to help state education agency (SEA), personnel make an accurate count of those handicapped children aged 3 to 21 years who are receiving special education and related services in their state. The child count procedures suggested are based on a study of accepted census practices and on the experiences of a number of SEAs in generating their counts since October 1976. An introduction covers regulations concerning the child count and required SEA documentation as mandated by P.L. 94-142 (the Education for All Handicapped Children Act), Bureau of Education for the Handicapped validation, overview of steps for and roles in conducting a child count, and organization of the handbook. The next three major sections are organized according to the three phases of the child count process (precount, count, and postcount). Within a phase, each step is covered through descriptions of activities, considerations that must be kept in mind, and suggestions of possible materials to be used in facilitating the count. At the end of each section, after the steps in the phase have been outlined, a summary table appears. For each role, the table lists the tasks to be accomplished and the products or documentation that may result during that particular phase. Among appended materials are forms, memoranda, and calendars, as well as additional ideas that can be used to facilitate the development of systematic count procedures. (Author/SBH)

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HANDBOOK FOR STATE EDUCATION AGENCIES ON HANDICAPPED CHILD COUNT PROCEDURES UNDER P.L. 94-142

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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INTRODUCTION

Purpose of the Handbook

This handbook is designed to help state education agency (SEA) personnel make an accurate count of those handicapped children aged 3 to 21 who are receiving special education and related services (SEARS) in their state. Under the Education of All Handicapped Children Act of 1975 (PL 94-142), the average of an October 1 count and a February 1 count must be submitted by participating states to the Bureau of Education for the Handicapped (BEH) on April 1 of each year so that their federal funds allocation can be determined.* BEH is responsible for assuring Congress and the public that the numbers on which the allocations are based are valid. As part of this, BEH contracted with SRI International (formerly Stanford Research Institute) to prepare this technical assistance booklet on child count procedures.

The child count procedures suggested in the booklet are based on our study of accepted census practices and on the experiences of a number of SEAs in generating their counts since October 1976. SRI staff contacted 14 SEAs and made visits to 8 of these to learn about ongoing child count processes and to solicit critiques of an earlier version of this handbook. Since all states and territories already have procedures in place for obtaining the handicapped child count, we expect that the handbook will be used by SEA staff primarily for suggestions regarding how to improve those procedures.

Although the handbook has been prepared with help from BEH's Division of Assistance to States it should not be viewed as a set of guidelines or regulations. Rather, it is a suggested set of exemplary procedures.

The child count procedures described are idealized in two senses. They do not represent any state's actual practices, but rather an abstracted set of "model" procedures, and they represent the "best case" rather than a set of minimum standards.

Because each state is organized differently to provide services to children with special needs and because each state has its own laws and system of funding special education, no single set of procedures can be described that will fit all situations and ensure a valid count. Therefore, we have described roles to be filled, listed general steps to be taken and highlighted good census practices. Although these procedures are written as if an SEA were expected to set up an entirely new system, we realize that it is often most efficient to integrate the PL 94-142 child count with other data collection efforts and to use the results for more than the annual report of children served for BEH funds allocation. We hope that the information in this handbook will be used as appropriate in your state to improve the validity of the handicapped child count.

*See pertinent sections of the Act and the regulations in Appendix A.

Regulations Concerning the Child Count

The allotment of each state is determined according to specifications in Section 611 of PL 94-142, which states:

> "The number of handicapped children receiving special education and related services in any fiscal year shall be equal to the average of the number of such children receiving special education and related services on October 1 and February 1 of the fiscal year preceding the fiscal year for which the determination is made."

According to regulations, in order to be counted, children must:

- Be between the ages of 3 through 21 inclusive.*
- Reside in the state.
- Have been evaluated as being mentally retarded, hard of hearing, deaf, deaf-blind, speech impaired, visually handicapped, seriously emotionally disturbed, multi-handicapped, orthopedically impaired, other health impaired, or as having specific learning disabilities.
- Need special education and related services because of their impairments.
- Have been evaluated, reevaluated, and placed in accordance with procedures described in the regulations (121a. 530-534). These require the use of appropriate testing and evaluation materials administered by trained personnel, evaluation on the basis of more than a single test result by a multidisciplinary team knowledgeable about the child, and placement in conformity with the rules on least restrictive environment and an individualized education program.
- Be enrolled on the specified dates in a school or program that provides "specially designed instruc-

*Children 3 years of age or older and no older than 21 years should be included.

tion, at no cost to the parents or guardians, to meet the unique needs of a handicapped child (definition of special education specified in Section 602(16) of the Act)."

- Be receiving whatever related services (such as transportation, physical therapy, and psychological services) are necessary to assist such children in benefiting from special education.
- Not be counted by the state agency under PL 89-313.

The child-count activity thus defined satisfies the conventional criteria for a census, which are: (1) a population commonly defined through a designated territory — in this case all handicapped children aged 3 to 21 receiving services within a given state; (2) the counting or enumeration of all individuals in this population (rather than the generation of estimates); (3) simultaneity of the counting procedure throughout the territory; and (4) repetition of the counting activity at specified intervals. SEAs may wish to incorporate the techniques we have derived from those used by the U.S. Bureau of the Census in their own planning, data collection, and documentation for the annual report of children served.

Required SEA Documentation and Certification of the Child Counts

PL 94-142 requires that (1) the state maintain documentation and require LEAs to maintain documentation that will permit an audit and (2) the state certify the count to BEH. These requirements imply that state education agencies should have not only the results of their census activity (i.e., the counts) but that they should maintain sufficient documentation of the procedures used, including procedures to ensure quality control, to permit BEH to determine the accuracy of the count. Activities to be documented would include:

- The organization and planning for the collection of data.
- The instruction of data collectors.
- Collection activities and processing of the LEA data (including aggregation to the state level).
- The evaluation of the results to determine their accuracy (i.e., documentation of procedures a state has implemented for validating its own count, for example, some combination of checks on internal consistency and a second survey of a *sample* of LEAs).

This handbook provides examples of products or documentation that state agencies may wish to maintain.

BEH Validation: The Focus on Procedures Not Target Numbers

If data on the incidence rates for various handicapping conditions by age level were quite good, and if the implications of varying demographic factors and category definitions for estimating prevalence were known, it would be possible to generate an estimate for each state of the number of children receiving special education and related services. Presumably, if very accurate state-by-state estimates of children receiving special education services were available, Congress would have allocated Part B funds on the basis of such estimates. Although there have been good studies of prevalence or incidence of handicapping conditions in the population — for some states and/or for some handicapping conditions — no good estimates of children receiving services are available, based on a common set of criteria across states. In addition, no matter how good an estimate is, it cannot be better than an actual count or enumeration. No estimate can be as good as a carefully made count.

Consequently, BEH does not intend to validate the state-submitted count by using an *estimate* of the count as a standard. Rather, the BEH validation process will focus on the *procedures* that the SEA used in generating the count. BEH staff currently plan to include, on their regular monitoring visit to each state, an examination of the documentation maintained by SEAs and LEAs to assure themselves that the state count was done as carefully as possible and was checked for validity. If the child count procedures are judged sound, the counts that are generated will be accepted as valid (unless, in monitoring other aspects of the special education programs, it is discovered that, for example, children have been erroneously classified or have not received programs "at no cost" to their parents). Current plans of staff members in BEH's Division of Assistance to States include the following activities:

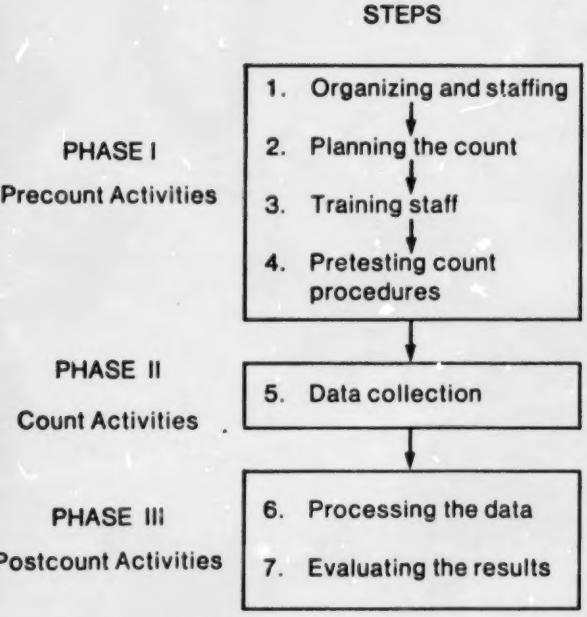
- To examine the documentation maintained by SEAs and LEAs to determine whether the census was done as carefully as possible, and was checked and verified. It is anticipated that this will be part of each state's program administrative review conducted routinely on site by the Division of Assistance to States, BEH.
- To ensure that the count submitted by each SEA is certified.
- To edit the figures, contact SEAs about any errors or anomalies detected, and evaluate the SEA response. The certification check and the edit check will be carried out by BEH staff in Washington, D.C.

Overview of Steps and Roles

Steps for Conducting a Child Count

Our model of the process of conducting the child count comprises seven steps. These steps are illustrated in Figure 1, grouped into three phases: Precount, Count, and Postcount. Within each step of the process there may be several activities to be performed. By reviewing the activity descriptions and reminders under each step described in this handbook, you may get suggestions for improving your system.

FIGURE 1 PHASES AND STEPS IN THE CHILD-COUNT PROCESS



Roles in Conducting a Child Count

Each step of the child-count process implies a number of roles and responsibilities. We define below some of the roles to be played in this process. We do not designate personnel to play each role. In some states a single employee may be able to fill almost all of the roles. In other states, several employees may be required to execute a single role (i.e., the job may be split into two or more jobs). For ease in exposition, we have often written each role as if it were filled by one employee, but we realize that individuals in each state are already partially carrying out a role or functioning informally across roles now. By reviewing these role descriptions, you may see that some gaps exist in your current system.

The roles in conducting the handicapped child count are:

- *SEA Authority.* The SEA Authority is responsible for establishing the legal basis for the count and the breadth of authority the state has over local education agencies; this role also provides the broad policy direction for such issues as the priority the count has in overall state activities. The SEA Authority provides guidance for the state posture on problems in which the state cannot conform to BEH requirements, for example in the definitions of handicaps. The SEA Authority establishes the role of Director of the Count and certifies the count to BEH.
- *Director of the Count.* This is the role of chief administrator for the count. It requires coordinating count tasks, maintaining the calendar of events, and ensuring that events occur as nearly on schedule as possible. The Director is in charge of maintaining the history of the count and documenting the count tasks. The Director implements SEA policy, represents the state authority for the count to the LEAs, and verifies that the count is accurate (the certification signature is usually part of the SEA Authority's role). The Director staffs the roles of Analyst/Data Processor, Enumerator Coordinator, and other SEA support staff.
- *Analyst/Data Processor.* The role of Analyst/Data Processor is that of systems specialist or operations analyst (in coordination with the Enumerator Coordinator) as well as processor and aggregator of local data. The job is to assist the Director in setting up the detailed administration of the count including its validation and preparation for submission to BEH. He is responsible for the interface between data processing, data collection and verification of the counts.
- *Enumerator Coordinator.* The role of Enumerator Coordinator is to establish and supervise field operations for the count (i.e., coordinate activities performed outside of the state office). He designs materials for training Enumerator Supervisors and

Enumerators. He spot checks the Enumerator Supervisor's work, and maintains administrative controls on count tasks outside the SEA office.

- *Enumerator Supervisor.* The Enumerator Supervisor verifies to the SEA the accuracy of the local counts. He is the SEA's on-site representative in the local site. He trains the Enumerators, supervises their work, referring unanticipated problems to the Enumerator Coordinator. The Enumerator Coordinator resolves problems centrally so that uniform procedures are followed throughout the state.
- *Enumerators.* There is one Enumerator designated for each basic unit (school building, district, intermediate education agency) in the count system. The Enumerators count the appropriate children from the records designated by the SEA according to SEA-prescribed procedures.

Organization of the Handbook

The next three major sections of this handbook are organized according to the three phases of the child-count process depicted in Figure 1. Within a phase, each step is described in some detail through descriptions of activities, considerations that must be kept in mind, and suggestions of possible materials to be used in facilitating the count. At the end of each section, after the steps in the phase have been outlined, a summary table appears. For each role, the table lists the tasks to be accomplished and the products or documentation that may result during that particular phase. At the back of the handbook, appendices are provided that contain forms, memoranda, calendars, etc., used by some states (Appendix C), as well as some example forms generated by SRI (Appendix B) with additional ideas that can be used to facilitate the development of systematic count procedures in your state.

PHASE I — PRECOUNT

The precount consists of four steps, which are:

- Organizing and staffing for the count
- Planning the count
- Training staff
- Pretesting count procedures.

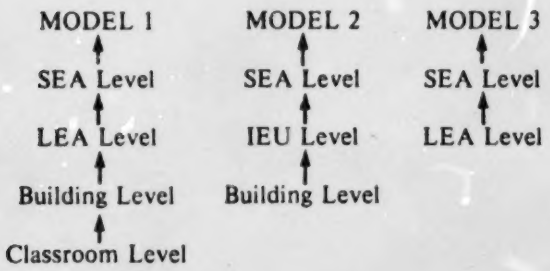
STEP 1: Organizing and Staffing for the Count

Activity 1: Review Authority

- Review the federal and state laws that authorize or otherwise pertain to the count to be submitted to BEH.
- Inform all levels involved, of the state policy regarding the child count (i.e., of SEA authority, LEA and IEU cooperation).

Activity 2: Establish Organizational Structure

- Determine the organizational levels at which the counts will be made or aggregated (i.e., who is to be responsible both for collecting data and for supervising personnel at various tasks along the way). Decide how the data is to be collected, and make an organization chart using the actual role assignments you have made. Just as there are several ways in which role assignments for the count can be made, so are there different ways in which data may be collected. Three models are illustrated below, although many more are possible.



Model 1: Counts are prepared at the classroom level, they are checked for reasonableness at the building level and sent to the LEA where the count is verified and transmitted to the SEA.

Model 2: Counts originate at the school level (principal/enumerator) and are submitted to the IEU. They are checked at the IEU office (district superintendent/enumerator supervisor) and children served directly by the IEU are added. The count from that IEU jurisdiction is then sent to the SEA (enumerator coordinator/director).

Model 3: Counts are prepared at the LEA level and sent directly to the SEA for aggregate counts.

- Data that already exist at the SEA level are not generally acceptable as the basis for generating your count. The enrollment is to be counted locally on October 1 and February 1 (except, for example, when these days fall on a weekend) to meet the definition of a census and to satisfy the child count regulations.
- The SEA should plan to provide direct supervision of the counting process. Ideally, someone in the state office would have some appropriate administrative control over the persons who actually conduct the count.

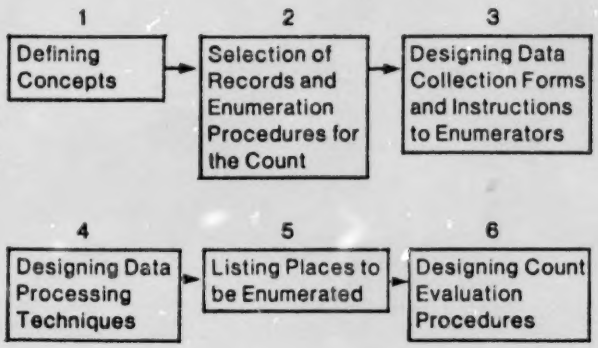
Activity 3: Staffing

- Assign roles within the SEA and inform each staff member of his responsibilities.
- Designate roles in the field. The SEA should maintain a list of assigned staff. Preferred staff characteristics include:
  - Staff who know the territory to be covered
  - Staff who know the territory's idiosyncracies
  - Staff who know the factors that may adversely impact the quality of the data.

> NOTE: What is important here is that a consistent structure should be maintained state-wide. If data are collected at the building level in one LEA, they should be collected systematically at the building level in each LEA.

STEP 2: Planning the Count

Once the type of organization and distribution of roles have been determined, the next step is planning. The planning process should include these activities:



Activity 1: Defining Concepts

The counts have very little chance of being valid unless care is taken to ensure that concepts are defined in operationally realizable form.

- The terms "special education and related services," "handicapped children," "ages 3-21 inclusive" and any other terms used in establishing the content of the census must be defined such that the method of classifying each child can be unambiguously determined. *Example:* The method used to calculate age should be specified — age is calculated from the nearest birthday on the date the count is due (not from the beginning of the school year or an assumed age for a particular year).
- State definitions of handicapping conditions or other statutory provisions that might affect the count should be compared with federal definitions and incompatibilities should be resolved. *Example:* If categorical terms are used by the state, instructions should be developed for converting these to those required by BEH for the child counts.
- Procedures need to be established for informing personnel of concepts.
- All concepts must be used consistently throughout the enumeration procedures and data processing, by all personnel.

Activity 2: Selection of Records and Enumeration Procedures for the Count

The selection of basic records or documents from which the count will be made depends upon the state's resources for implementing census practices for the child count and the existing data-collection system.

- Likely sources of information include:
  (1) Existing records at the SEA (e.g., a weekly updated registry of children designated for special education services).
  (2) The LEA and/or IEU (e.g., list of children receiving special education.
  (3) The school level (e.g., a teacher's roll book).
- A systematic way to collect data from private schools and other educational agencies that serve handicapped children should be developed.
- The procedures selected should be those that have the greatest probability of including every child who is receiving special education and ensuring that no child is counted more than once. Procedural safeguards against double counting may include:
  (1) Specifications for data collectors as to where the child is to be counted.*
  (2) A clear description of which children are *not* to be counted (e.g., children who are in a program that does not meet SEA standards).
  (3) A system to verify that double counting has not taken place.
- Each enumeration procedure has its own sources of potential error, and these should be considered in selecting enumeration records, designing appropriate safeguards, and designing the census' evaluation procedure.

Activity 3: Designing Data-Collection Forms and Instructions to Enumerators

Forms should be designed to be consistent with the enumeration procedures chosen and the data-processing technique to be used. The following considerations should be kept in mind when designing data-collection forms.†

- Specific and clear instructions to the persons collecting data should be included with each form.
- Forms should be assigned a set of unique numbers according to their function. One staff member of the state office should control the orderly assignment of form numbers.
- I.D. items should be uniformly and conveniently placed.
  (1) The signature of the Enumerator should appear on the form. Forms that show compiled data should also contain a space for the signature of any personnel who worked with the data.
  (2) There should be a place on the form to identify each child, by name or by code, with due consideration of the confidentiality issue. Without some identification system it becomes impossible to carry out any systematic evaluation of the quality of the count.

*PL 94-142 specifies that within-state distribution of funds is based on the number of handicapped children being served in the LEA.

†For various purposes states may collect data on handicapped children other than that required by BEH in the annual report of children served (e.g., information necessary for state funds allocation). A means for collecting these data can be incorporated in the forms designed for the child count.

- Two types of forms need to be designed if data are collected building by building and submitted to the LEA for compilation:
  - One for the raw data (this will emphasize how the data are to be collected)
  - One for the summary data (this will emphasize how the data are to be compiled and submitted to the SEA).
- Forms should be of standard size.
- Forms should be designed so that control of them can be easily maintained throughout processing.

Examples of data collection forms are included in Appendix B and C.

Activity 4: Designing Data-Processing Techniques

The data-processing techniques must take into account the type of input data and the units for which tabulations will be made.

- Provisions for aggregating data need to be incorporated into the system, including procedures for detecting duplicate counts of children.
- There should be an interface among data-processing techniques, data collection, and verification of the count.
- The interface between local and SEA procedures also needs to be considered to facilitate the eventual allocation of funds to LEAs.
- Liaison with other registries can be established so that an integration may take place if so desired. For example if you are gathering general enrollment information at the time you gather child count data, you may want to incorporate the child count data into the registry already established for enrollment data.

Activity 5: Listing Places to be Enumerated

A current listing needs to be maintained, in a systematic way, of every agency and institution responsible for maintaining records of handicapped children.

- The listing of places to be enumerated is an ongoing task that includes:
  (1) Finding the responsible agencies.
  (2) Recording new agencies.
  (3) Deleting agencies no longer in service.
  (4) Assuring that each agency other than a public school system can be linked to the appproprieate LEA (this step should be coordinated with the data processing in order to credit LEAs with the counts from private agencies and other institutions in their jurisdiction).
- A check should be made to ensure that children receiving PL 89-313 funds are not included in the PL 94-142 child count. This can be done by designing a system for double checking lists of state-approved private schools, nonapproved private schools, and lists of state-supported institutions from which children may move and bring PL 89-313 funds with them to a public school in a mainstream placement.

Activity 6: Designing Count-Evaluation Procedures

Procedures for evaluating the counts need to be designed. The options generally are:

- *Reenumeration.* A recount is seldom seriously considered in a large census, but if the handicapped child population is not too large and there is reason to believe that there were significant errors, reenumeration may be feasible.
- *Edit checks.* A wide variety may be used but the most common are listed below:
  (1) Comparison of successive censuses; states can compare current counts with previous counts on an LEA by LEA basis, and marked changes should be investigated and confirmed.
  (2) Internal consistency checks; states should ensure that LEA totals balance, do not exceed known limits, and are reasonable, based on the size and capacity of the LEA.
  (3) Checking totals against independent registries; checks should be based on estimates from other counts for the same population.
- *Matching against individual records such as:**
  (1) Successive censuses (if two independent counts were conducted by an SEA each year, one in October and another in February, then this would be a convenient technique for a within-year check).
  (2) Periodic surveys.
  (3) Independent registries (e.g., ADM count).
- *Post-enumeration sample survey.* A spot check of LEAs and other agencies and institutions to ensure that the mandated count procedures are correctly executed. An independent count of the original documents of record could be matched with counts generated by the LEAs in this sample survey.

*What you should strive for ideally is having less than a 5% error rate (i.e., it would be best if you knew that 95% of the records which should match, do indeed match). Even then, the following year you should strive to improve — to reduce the rate of errors.

Calendar

A calendar of operations can be created so that important milestones in the child count process are completed at specified times. Provisions should also be devised so that any changes in dates can be communicated to all personnel involved with the count. An example of such a calendar is included in Appendix B.

> NOTE: All procedural information should be documented. This information should be in enough detail so that each step of the count carried out by all parties can be duplicated. This history of the count will be very important in evaluation procedures conducted within state or by BEH.

Precontacting LEAs

Approximately 4-6 weeks prior to each child count, a complete package of data-collection forms and instructions should be sent to each responsible person in the LEAs and all other involved agencies. An accompanying memorandum could explain the critical elements of the child count process and indicate the deadline for the submission of LEA counts to the SEA. *Example:* One SEA sends a child count package to each special education director at the local level (either district or responsible joint district agency). The special education director will then provide the required number of data-collection forms to all special education teachers within the district or jurisdiction. This local official is responsible for coordinating the efforts for all child count activities to be completed at the LEA level.

STEP 3: Training Staff

An important precount activity is the training of the staff who will conduct the counts. This task entails designing training materials, scheduling sessions, and evaluating the training methods. Important points to consider include:

- Every person involved in the child count should clearly understand what is expected of him and the authority behind those expectations.
- Procedures that are clear and unambiguous should be included in an instruction manual that is part of a training package delivered to all personnel involved with the count. Every form needed for data collection should also be included in this training package. (See Appendix B and C for examples of possible forms.)
  - (1) A spot check of training procedures should be conducted.
  - (2) Enumeration assignments should be made and individual schedules provided.
- An SEA staff member should be assigned responsibility for answering questions regarding the count procedures and unanticipated problems; and all personnel should be informed of his location. If the data is collected at the building level, the first person contacted is the staff member assigned responsibility at the local level.
  - One SEA found it very helpful to maintain a notebook which included a log sheet for each district within the state on which all information regarding receipt of child count data forms, missing data, inaccurate data and follow-up procedures were recorded. When an LEA called to ask questions or verify their child count data, the log sheet provided a convenient and accurate source from which answers could be derived. An example of a log sheet is provided in Appendix B.
- The calendar of operations should be discussed with all personnel so that all steps in the data collection process can be carried out according to the prescribed plan. All personnel should be notified of changes in dates. Staff meetings at the SEA level should be coordinated and scheduled by the Director of the Count.

STEP 4: Pretesting Count Procedures

Conduct Pretest

The execution of the count is a fairly complex task, because there are so many factors that may make it invalid. Therefore, there should be a precount task in which all untried components are implemented in a realistic context. In this pretest, if possible, the entire process of collecting and processing the data is tried out on a small scale.

Evaluate Pretest

When the pretest is completed, problems incurred must be resolved, and any extensive changes should be tried out again. Possible problem areas include:

- Ambiguous instructions on forms.
- Poor lines of communication.
- Inappropriate field operations.

Table 1 lists the roles, tasks, products and documentation materials that may result in Phase I.

Table 1

PHASE I — PRECOUNT

Roles	Tasks	Products and Documentation
SEA Authority	Establish legal authority for count Select Director of Count and define scope of director's authority Interpret PL 94-142 child count regulations and set policy for the state	1. Designation of Director of the Count 2. Policy memorandum
Director of the Count	Organize and staff SEA for child count, prescribe methods of staffing for other roles Communicate SEA policy and procedures to all levels involved Develop definitions of concepts in operational terms for Enumerators (e.g., definition of handicapping conditions, acceptable evidence of SEARS, determining age) Design data collection forms to coordinate with other data collection activities current and planned within SEA Develop calendar of events Monitor planning, staffing, and scheduled events at all levels Begin documenting count procedures Ensure staff coordination within and between government levels Coordinate pretest of procedures	1. Administrative control system and staffing memorandum 2. Letter/memo to LEAs defining roles and who will exercise them, over signature of SEA Authority 3. Definitions for child count 4. Data collection forms 5. Calendar of child count tasks 6. Documentation of count plans, instructions, and procedural schedules
Analyst/ Data Processor	Select enumeration records Design data-processing techniques, ensure compatibility with forms design and aggregation techniques to be used at various levels List places to be enumerated, and design a system that will automatically provide for an update of the list and will include provisions for excluding children who should not be counted (e.g., children receiving PL 89-313 funds) Design count evaluation/verification procedures compatible with data processing and data collection Evaluate pretest of procedures, and redesign and communicate changes/clarifications in cooperation with the Director of the Count, as necessary	1. Enumeration methodology 2. Chart of data processing system 3. Flow chart of how child count system can integrate with other registries 4. List of places to be enumerated 5. Transmittal forms for materials (part of document control)
Enumerator Coordinator	Establish procedures for enumeration and supervision of field operations for the count Design training program and materials for Enumerator Supervisors and Enumerators Describe qualifications and role of Enumerator Supervisor and designate Supervisors according to SEA policy Schedule and train Enumerator Supervisors Monitor training of Enumerators Conduct pretest	1. Training materials 2. Schedule of tasks for Enumerators and Supervisors 3. List of qualifications and roles of Enumerator Supervisor and Enumerators in letter to local agency over Director of Count's signature 4. Report on training (trainees, problems, solutions)
Enumerator Supervisor	Select and train Enumerators Precontact schools, principals, etc. Schedule and make enumeration assignments	1. Training Report 2. Letter, memo, etc.

PHASE II — THE COUNT

STEP 5: Data Collection

It is in Step 5 that the careful design of the data-collection procedures will yield benefits. Basically, the data-collection activity is threefold:

Child Counts on October 1 and February 1 at LEA Levels
Local Verification of Counts and Transmittal to SEA
Receipt of Counts at SEA Level

At the end of this section, there is a chart that depicts the various roles, tasks, and suggested documentation associated with the count process.

Activity 1: Child Counts on October 1 and February 1 at LEA Level

Enumerators at the field (LEA) level must be sure that they:

- Plan and organize their data collection schedule for October 1 and February 1.
- Are cognizant of the specified records to be used in the child count and where to locate them.
- Fully understand definitions that apply to the child count, such as "special education and related services," "handicapped," and so forth.

Moreover, during the data-collection process, Enumerators must be very clear about the following points:

- *Eligible population to be counted.* For the purposes of the child count, the enumeration of handicapped children must be based on *the number of children in an LEA who, on the date of the count, are between the ages of 3 through 21 years inclusive* and are receiving special education and related services (SEARS) at no cost to the parents or guardians.*
- *Unduplicated counts.* Valid counts are unduplicated counts. That is, if a child receives more than one special education service, or is served by more than one LEA, that child must be counted only *once. Example:* A child is served in a mainstream classroom, but also receives related services in a resource room. This child can be counted only in *one* of the programs, depending on a given SEA's specifications for the child count.

*All children 3 years of age or older and no older than 21 years should be included, unless state laws or other agreements prescribe otherwise.

NOTE: To ensure accuracy, an SEA should insure that the LEAs distinguish those children they serve and those who reside in their jurisdiction so that children will neither be missed nor double counted.

- *Inclusion of children being served in nonpublic schools or agencies.* LEA Enumerators must not forget to count those children referred to eligible private schools or to other educational institutions by public schools for SEARS at no cost to parents or guardians.

NOTE: Children served under PL 89-313 are not to be included in the PL 94-142 child count.

Activity 2: Local Verification of Counts and their Transmittal to SEA

Regardless of the organizational framework of a given state, the following must occur before the child-count data are transmitted to the SEA level:

- It must be determined that all places to be enumerated have been counted.
- The data are checked for accuracy and reasonableness (e.g., if an LEA or IEU has reported 10 handicapped children in October and 100 in February, the counts need to be checked for errors).
- The data are verified as representing an accurate and unduplicated count of handicapped children receiving special education and related services. The signatures of those who enumerate and/or verify the child-count data must be included on the data-collection forms.

At this point, the child-count data can be transmitted to the SEA accompanied by the appropriate forms.

Activity 3: Receipt of Counts at SEA Level

As the counts are received at the SEA level, they will be processed according to the established document-control system. Once again, the SEA must assure itself that all LEAs have been enumerated.

Table 2 lists the roles, tasks, products and documentation materials that may result in Phase II.

Table 2

PHASE II — THE COUNT

Roles	Tasks	Products and Documentation
Director of the Count	Monitor child count, resolve unanticipated problems Revise calendar of events Keep appropriate agencies and SEA staff informed	
Analyst/ Data Processor	Coordinate with Enumerator Coordinator on data problems Maintain document or forms control Assure that data are received on all places to be enumerated Begin data edits (missing data, incomplete forms)	1. Log of problems and disposition 2. Checklist of enumerations completed
Enumerator Coordinator	Liaison with responsible local agencies/ monitoring Enumerator Supervisors Coordinate solutions of unanticipated problems that occur in the field	1. Log of field operations problems and resolutions
Enumerator Supervisor	Inform Enumerator Coordinator of enumeration problems Answer questions from Enumerators, school administrators Ensure that schedule is met Ensure that Enumerators are conducting an accurate, unduplicated count Send Transmittal Form with data-collection forms to Enumerator Coordinator	1. Log of problems and disposition 2. Completed Transmittal Form
Enumerator	Interface with school personnel to locate records on which count is based Refer problems to Enumerator Supervisor Complete data-collection forms and transmit them according to instructions	1. Completed data collection forms

PHASE III — POSTCOUNT

The postcount consists of two steps:

- Data processing
- Evaluation of census results.

STEP 6: Processing the Data

States will differ widely in the techniques they choose to process their count data. Acceptable techniques must be reliable and meticulously executed. The major activities in data processing, however, remain constant across states:

- Receipt and control of data-collection forms
- Tabulation of counts by LEA and aggregation for SEA count.

Data-processing tasks depend on the means available. Many states may hand tabulate data at the LEA level, and machine tabulations may or may not occur at the SEA level. Nevertheless, care should be taken in each of these basic tasks:

- *Data editing.* Inconsistencies of the data are checked, and, if necessary, follow-up is done. Follow-up would involve checking any data anomalies with the individual responsible for the particular data, and resolving these discrepancies to the satisfaction of the data editor. In turn, the data editor documents the problems and their resolution.
- *Data encoding.* Data are coded by converting the entries on the forms into codes suitable for the tabulation equipment to be used.
- *Data entry.* If tabulation is done by computer, coded data are entered into the tabulating equipment; usually, this entails keypunching and verification of entries.
- *Error resolution.* After the data are tabulated, the resulting output is checked for inconsistencies and reasonableness. As in the data-editing step, any inconsistencies are thoroughly checked and all resolutions are documented.

> NOTE: As part of the editing process, most states have found it beneficial to send a copy of an LEA's child-count printout back to the local level for their information and also as a recheck of accuracy.

When the February 1 count has been received, the SEA person responsible for reviewing the counts should check this count against the October 1 figures. If there is any substantial discrepancy, a follow-up call to the LEA should be made to resolve the difference. *Example:* Fifteen handicapped children were reported in October, but 8 children appear in the February count.

Checks for Double Counting

Although careful data-collection instructions can reduce duplicated counts, the processing of child-count data by the SEAs must also include checks for double counting. In some states, this may be a major problem because of limitations in the identification of individual children imposed as a result of efforts to guarantee confidentiality. However, at the stage where the SEA is aggregating the local data, double counting should theoretically be a problem only when a child is counted in more than one LEA. That is, LEAs or IEUs should have followed state-specified procedures that eliminate duplicate counting within the LEA. The SEA's responsibility is to ensure that instructions in the data-collection forms specify which LEA may take credit for a child, so that, insofar as possible, the problem of double counting is resolved prior to the data-processing stage.

Overall, SEAs should be particularly concerned with three features in their data processing:

- Adequate checkout of tabulation process
- Adequate editing checks to remove gross errors
- Provision for tracing processed data back to raw data.

STEP 7: Evaluating the Results

Good practice dictates that states employ some means of evaluating their counts, since errors may occur in any step of the gathering and processing of the data. Besides detecting and correcting errors throughout the data processing (as suggested by the census procedures in the count section), a postcount check will permit the SEA to assess errors in coverage, as well as errors in content.

Coverage Errors

Errors in coverage arise because every unit in the list to be covered was not reached, the list of agencies was not complete, or because some units did not report all present. In an SEA-conducted count of handicapped children receiving special education and related services, coverage errors would occur if:

- Some local agencies or institutions were missed, or
- Some children for which the agency is responsible were not reported.

Content Errors

Content errors occur when information on persons covered in the count is in error. For ecample, information on handicapped children could be in error regarding such items as:

- Type of handicap
- LEA in which the child is counted
- Age of the child
- Service provided at public expense.

Post-Enumeration Surveys

Two types of post-enumeration surveys have been used to assess errors in coverage and content.

- *Post-enumeration coverage survey.* This survey is based on an area sample. Several geographically defined areas are visited by specifically trained independent data collectors. For example, an SEA staff member actually goes to a particular part of the state (defined by some geographical boundary lines rather than by school district territory) and attempts to find all places where children are being provided with special education and related services. This is to see if some agencies responsible for the delivery of services have been missed and should be included in the regular count.
- *Post-enumeration content survey.* This technique depends on a sample from the list of places where the count was conducted. Carefully trained Enumerators gather the data required for the count. Comparisons between the special Enumerators' results and the results of the original Enumerators help to assess the bias in the content of the count.

Random sampling should give a very good qualitative assessment of the reliability of your count procedures. The quantitative estimates derived should ideally show less than a 5% error rate. Even when this ideal is obtained, in each successive year you should strive to improve — to reduce the rate of error.

Table 3 lists the roles, tasks, products and documentation materials that may result in Phase III.

Table 3

PHASE III — POSTCOUNT

Roles	Tasks	Products and Documentation
SEA Authority	Sign certification upon assurance of count's accuracy	
Director of the Count	Verify count; assure SEA Authority that count is accurate and unduplicated	1. Completed OE/BEH Form No. 9058
	Prepare history of count. Coordinate with BEH for monitoring count	2. Documentation file
	Supervise post-enumeration survey	
	Send official acknowledgment of counts to LEAs	3. Letter to Enumerator Supervisor
	Assess magnitude of error in count	
Analyst/ Data Processor	Supervise data processing (tabulations, data entry, aggregation)	1. Official counts by LEA 2. Total official counts for state
	Evaluate results of count and follow-up. Record resolutions	3. Documentation of edit checks, error resolutions
	Bring any discrepancies to attention of Director of Count	
	Analyze post-enumeration survey results	4. Report on survey results
	Interface with accounting regarding fiscal allocation	
Enumerator Coordinator	Conduct post-enumeration survey in coordination with Analyst/Programmer	

APPENDIX A

Child Count Regulations

"DEFINITIONS".

ASSISTANCE FOR EDUCATION OF ALL HANDICAPPED CHILDREN

SEC. 5. (a) Part B of the Act (20 U.S.C. 1411 et seq.) is amended to read as follows:

"PART B—ASSISTANCE FOR EDUCATION OF ALL HANDICAPPED CHILDREN

"ENTITLEMENTS AND ALLOCATIONS

20 USC 1411. Post, p. 793.

"SEC. 611. (a)(1) Except as provided in paragraph (3) and in section 619, the maximum amount of the grant to which a State is entitled under this part for any fiscal year shall be equal to—

"(A) the number of handicapped children aged three to twenty-one, inclusive, in such State who are receiving special education and related services;

multiplied by—

"(B)(i) 5 per centum, for the fiscal year ending September 30, 1978, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(ii) 10 per centum, for the fiscal year ending September 30, 1979, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(iii) 20 per centum, for the fiscal year ending September 30, 1980, of the average per pupil expenditure in public elementary and secondary schools in the United States;

"(iv) 30 per centum, for the fiscal year ending September 30, 1981, of the average per pupil expenditure in public elementary and secondary schools in the United States; and

"(v) 40 per centum, for the fiscal year ending September 30, 1982, and for each fiscal year thereafter, of the average per pupil expenditure in public elementary and secondary schools in the United States;

except that no State shall receive an amount which is less than the amount which such State received under this part for the fiscal year ending September 30, 1977.

"State."

"(2) For the purpose of this subsection and subsection (b) through subsection (e), the term 'State' does not include Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

"(3) The number of handicapped children receiving special education and related services in any fiscal year shall be equal to the average of the number of such children receiving special education and related services on October 1 and February 1 of the fiscal year preceding the fiscal year for which the determination is made.

"Average per pupil expenditure."

"(4) For purposes of paragraph (1)(B), the term 'average per pupil expenditure', in the United States, means the aggregate current expenditures, during the second fiscal year preceding the fiscal year for which the computation is made (or, if satisfactory data for such year are not available at the time of computation, then during the most recent preceding fiscal year for which satisfactory data are available) of all local educational agencies in the United States (which, for purposes of this subsection, means the fifty States and the District of Columbia), as the case may be, plus any direct expenditures by the State for operation of such agencies (without regard to the source of funds from which either of such expenditures are made), divided by the aggregate number of children in average daily attendance to whom such agencies provided free public education during such preceding year.

"(5)(A) In determining the allotment of each State under paragraph (1), the Commissioner may not count—

"(i) handicapped children in such State under paragraph (1)(A) to the extent the number of such children is greater than 12 per centum of the number of all children aged five to seventeen, inclusive, in such State;

"(ii) as part of such percentage, children with specific learning disabilities to the extent the number of such children is greater than one-sixth of such percentage; and

"(iii) handicapped children who are counted under section 121 of the Elementary and Secondary Education Act of 1965. 20 USC 241c-1.

"(B) For purposes of subparagraph (A), the number of children aged five to seventeen, inclusive, in any State shall be determined by the Commissioner on the basis of the most recent satisfactory data available to him.

"(b)(1) Of the funds received under subsection (a) by any State for the fiscal year ending September 30, 1978—

"(A) 50 per centum of such funds may be used by such State in accordance with the provisions of paragrapn (2); and

"(B) 50 per centum of such funds shall be distributed by such State pursuant to subsection (d) to local educational agencies and intermediate educational units in such State, for use in accordance with the priorities established under section 612(3).

"(2) Of the funds which any State may use under paragraph (1)(A)—

"(A) an amount which is equal to the greater of—

"(i) 5 per centum of the total amount of funds received under this part by such State; or

"(ii) $200,000;

may be used by such State for administrative costs related to carrying out sections 612 and 613;

"(B) the remainder shall be used by such State to provide support services and direct services, in accordance with the priorities established under section 612(3).

"(c)(1) Of the funds received under subsection (a) by any State for the fiscal year ending September 30, 1979, and for each fiscal year thereafter—

"(A) 25 per centum of such funds may be used by such State in accordance with the provisions of paragraph (2); and

"(B) except as provided in paragraph (3), 75 per centum of such funds shall be distributed by such State pursuant to subsection (d) to local educational agencies and intermediate educational units in such State, for use in accordance with priorities established under section 612(3).

"(2)(A) Subject to the provisions of subparagraph (B), of the funds which any State may use under paragraph (1)(A)—

"(i) an amount which is equal to the greater of—

"(I) 5 per centum of the total amount of funds received under this part by such State; or

"(II) $200,000;

may be used by such State for administrative costs related to carrying out the provisions of sections 612 and 613; and

"(ii) the remainder shall be used by such State to provide support services and direct services, in accordance with the priorities established under section 612(3).

"(B) The amount expended by any State from the funds available to such State under paragraph (1)(A) in any fiscal year for the provision of support services or for the provision of direct services shall be matched on a program basis by such State, from funds other than Federal funds, for the provision of support services or for the provision of direct services for the fiscal year involved.

"(3) The provisions of section 613(a)(9) shall not apply with respect to amounts available for use by any State under paragraph (2).

"(4)(A) No funds shall be distributed by any State under this subsection in any fiscal year to any local educational agency or intermediate educational unit in such State if—

"(i) such local educational agency or intermediate educational unit is entitled, under subsection (d), to less than $7,500 for such fiscal year; or

"(ii) such local educational agency or intermediate educational unit has not submitted an application for such funds which meets the requirements of section 614.

"(B) Whenever the provisions of subparagraph (A) apply, the State involved shall use such funds to assure the provision of a free appropriate education to handicapped children residing in the area served by such local educational agency or such intermediate educational unit. The provisions of paragraph (2)(B) shall not apply to the use of such funds.

"(d) From the total amount of funds available to local educational agencies and intermediate educational units in any State under subsection (b)(1)(B) or subsection (c)(1)(B), as the case may be, each local educational agency or intermediate educational unit shall be entitled to an amount which bears the same ratio to the total amount available under subsection (b)(1)(B) or subsection (c)(1)(B), as the case may be, as the number of handicapped children aged three to twenty-one, inclusive, receiving special education and related services in such local educational agency or intermediate educational unit bears to the aggregate number of handicapped children aged three to twenty-one, inclusive, receiving special education and related services in all local educational agencies and intermediate educational units which apply to the State educational agency involved for funds under this part.

"(e)(1) The jurisdictions to which this subsection applies are Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands.

"(2) Each jurisdiction to which this subsection applies shall be entitled to a grant for the purposes set forth in section 601(c) in an amount equal to an amount determined by the Commissioner in accordance with criteria based on respective needs, except that the aggregate of the amount to which such jurisdictions are so entitled for any fiscal year shall not exceed an amount equal to 1 per centum of the aggregate of the amounts available to all States under this part for that fiscal year. If the aggregate of the amounts, determined by the Commissioner pursuant to the preceding sentence, to be so needed for any fiscal year exceeds an amount equal to such 1 per centum limitation, the entitlement of each such jurisdiction shall be reduced proportionately until such aggregate does not exceed such 1 per centum limitation. Ante, p. 774.

"(3) The amount expended for administration by each jurisdiction under this subsection shall not exceed 5 per centum of the amount allotted to such jurisdiction for any fiscal year, or $35,000, whichever is greater.

"(f)(1) The Commissioner is authorized to make payments to the Secretary of the Interior according to the need for such assistance for the education of handicapped children on reservations serviced by elementary and secondary schools operated for Indian children by the Department of the Interior. The amount of such payment for any fiscal year shall not exceed 1 per centum of the aggregate amounts available to all States under this part for that fiscal year.

"(2) The Secretary of the Interior may receive an allotment under this subsection only after submitting to the Commissioner an application which meets the applicable requirements of section 614(a) and which is approved by the Commissioner. The provisions of section 616 shall apply to any such application.

"(g)(1) If the sums appropriated for any fiscal year for making payments to States under this part are not sufficient to pay in full the total amounts which all States are entitled to receive under this part for such fiscal year, the maximum amounts which all States are entitled to receive under this part for such fiscal year shall be ratably reduced. In case additional funds become available for making such payments for any fiscal year during which the preceding sentence is applicable, such reduced amounts shall be increased on the same basis as they were reduced.

"(2) In the case of any fiscal year in which the maximum amounts for which States are eligible have been reduced under the first sentence of paragraph (1), and in which additional funds have not been made available to pay in full the total of such maximum amounts under the last sentence of such paragraph, the State educational agency shall fix dates before which each local educational agency or intermediate educational unit shall report to the State educational agency on the amount of funds available to the local educational agency or

intermediate educational unit, under the provisions of subsection (d), which it estimates that it will expend in accordance with the provisions of this part. The amounts so available to any local educational agency or intermediate educational unit, or any amount which would be available to any other local educational agency or intermediate educational unit if it were to submit a program meeting the requirements of this part, which the State educational agency determines will not be used for the period of its availability, shall be available for allocation to those local educational agencies or intermediate educational units, in the manner provided by this section, which the State educational agency determines will need and be able to use additional funds to carry out approved programs.

FINAL REGULATIONS*

Implementation of Part B of the Education of the Handicapped Act

REPORTS

§ 121a.750 Annual report of children served—report requirement.

(a) The State educational agency shall report to the Commissioner no later than April 1 of each year the number of handicapped children aged three through 21 residing in the State who are receiving special education and related services.

(b) The State educational agency shall submit the report on forms provided by the Commissioner.

(20 U.S.C. 1411(a)(3).)

Comment. It is very important to understand that this report and the requirements that relate to it are solely for allocation purposes. The population of children the State may count for allocation purposes may differ from the population of children to whom the State must make available a free appropriate public education. For example, while section 611(a)(5) of the Act limits the number of children who may be counted for allocation purposes to 12 percent of the general school population aged five through seventeen, a State might find that 14 percent (or some other percentage) of its children are handicapped. In that case, the State must make free appropriate public education available to all of those handicapped children.

§ 121a.751 Annual report of children served—information required in the report.

(a) In its report, the State educational agency shall include a table which shows:

(1) The number of handicapped children receiving special education and related services on October 1 and on February 1 of that school year, and the average of the numbers for those two dates;

(2) The number of those handicapped children within each disability category, as defined in the definition of "handicapped children" in § 121a.5 of Subpart A; and

(3) The number of those handicapped children within each of the following age groups:

(i) Three through five;

(ii) Six through seventeen; and

(iii) Eighteen through twenty-one.

(b) A child must be counted as being in the age group corresponding to his or her age on the date of the count: October 1 or February 1, as the case may be.

(c) The State educational agency may not report a child under more than one disability category.

(d) If a handicapped child has more than one disability, the State educational agency shall report that child in accordance with the following procedure:

(1) A child who is both deaf and blind must be reported as "deaf-blind."

(2) A child who has more than one disability (other than a deaf-blind child) must be reported as "multihandicapped."

(20 U.S.C. 1411(a)(3); 1411(a)(5)(A)(ii); 1416(b).)

§ 121a.752 Annual report of children served—certification.

The State educational agency shall include in its report a certification signed by an authorized official of the agency that the information provided is an accurate and unduplicated count of handicapped children receiving special education and related services on the dates in question.

(20 U.S.C. 1411(a)(3); 1417(b).)

§ 121a.753 Annual report of children served—criteria for counting children.

(a) The State educational agency may include handicapped children in its report who are enrolled in a school or program which is operated or supported by a public agency, and which either:

(1) Provides them with both special education and related services; or

(2) Provides them only with special education if they do not need related services to assist them in benefitting from that special education.

(b) The State educational agency may not include handicapped children in its report who:

(1) Are not enrolled in a school or program operated or supported by a public agency;

(2) Are not provided special education that meets State standards;

(3) Are not provided with a related service that they need to assist them in benefitting from special education;

(4) Are counted by a State agency under section 121 of the Elementary and Secondary Education Act of 1965, as amended; or

(5) Are receiving special education funded solely by the Federal Government. However, the State may count children covered under § 121a.186(b) of Subpart B.

(20 U.S.C. 1411(a)(3); 1417(b).)

Comment. 1. Under paragraph (a), the State may count handicapped children in a Head Start or other preschool program operated or supported by a public agency if those children are provided special education that meets State standards.

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*Federal Register, Vol. 42, No. 163 (Tuesday, August 23, 1977)

2. "Special education," by statutory definition, must be at no cost to parents. As of September 1, 1978, under the free appropriate public education requirement, both special education and related services must be at no cost to parents.

There may be some situations, however, where a child receives special education from a public source at no cost, but whose parents pay for the basic or regular education. This child may be counted. The Office of Education expects that there would only be limited situations where special education would be clearly separate from regular education—generally, where speech therapy is the only special education required by the child. For example, the child might be in a regular program in a parochial or other private school but receiving speech therapy in a program funded by the local educational agency. Allowing these children to be counted will provide incentives (in addition to complying with the legal requirement in section 613(a)(4)(A) of the Act regarding private schools) to public agencies to provide services to children in private schools, since funds are generated in part on the basis of the number of children provided special education and related services. Agencies should understand, however, that where a handicapped child is placed in or referred to a public or private school for educational purposes, special education includes the entire educational program provided to the child. In that case, parents may not be charged for any part of the child's education.

A State may not count Indian children on or near reservations and children on military facilities if it provides them no special education. If a State or local educational agency is responsible for serving these children, and does provide them special education and related services, they may be counted.

§ 121a.754 Annual report of children served—other responsibilities of the State educational agency.

In addition to meeting the other requirements in this subpart, the State educational agency shall:

(a) Establish procedures to be used by local educational agencies and other educational institutions in counting the number of handicapped children receiving special education and related services;

(b) Set dates by which those agencies and institutions must report to the State educational agency to insure that the State complies with § 121a.750(a);

(c) Obtain certification from each agency and institution that an unduplicated and accurate count has been made;

(d) Aggregate the data from the count obtained from each agency and institution, and prepare the reports required under this subpart; and

(e) Insure that documentation is maintained which enables the State and the Commissioner to audit the accuracy of the count.

(20 U.S.C. 1411(a)(3); 1417(b).)

Comment. States should note that the data required in the annual report of children served are not to be transmitted to the Commissioner in personally identifiable form. States are encouraged to collect these data in non-personally identifiable form.

Comment: Commenters disagreed as to whether handicapped children should be counted if their special education is paid for solely from private sources or solely from Federal funds (such as children living on military bases). Some thought that only publicly-funded special education should qualify, while others argued that since all children have a right to a free appropriate public education the source of funding (other than the parent) should not matter.

Response: Section 121a.753 has been amended to provide that handicapped children (including such children in Head Start or other preschool programs) may be counted only if they (1) are enrolled in a school or program which is operated or supported by a public agency, and (2) receive special education that meets State standards.

A State may not count a child whose special education is paid for solely by the Federal government, unless the child is in one of the age groups 3–5 or 18–21, and there are no local or State funds available for nonhandicapped children in that age group.

Children funded solely by the Federal government would include Indian children whose special education is paid for solely by the Federal government, as well as children on military bases whose education is paid for solely with Federal funds. This rule is consistent with the requirement that a free appropriate public education (FAPE) be made available by the State to each handicapped child. Parents are not required to take advantage of FAPE. If they choose to educate their child outside of the public school system, even though FAPE is available, the State has discharged its responsibility. However, by the same token, the child should not be counted by the State for its allocation if the child is not being provided special education at public expense. The same reasoning applies to Indian children and other children who receive their special education from the Federal government. The rule should serve as an encouragement to States to provide services to all handicapped children, however, since any child provided special education from State or local funds may be counted.

Comment: Two other provisions in the regulations were objected to by commenters. The first of these provided that handicapped children "enrolled" in schools to receive special education could be counted as receiving special education. These commenters felt that enrollment did not guarantee actual receipt of services. The second provision stated, in essence, that a child who receives special education may be counted, but not a child who receives only "related services." This was viewed as an overly restrictive reading of the Act.

Response: No change has been made in the regulations. While no system is perfect, enrollment is a legitimate way of determining the number of handicapped children receiving special education on October 1 and on February 1, the two dates on which the Act requires the count of children served. It would not be practical to make an actual head count of children in classrooms and other facilities where services are provided.

With respect to children who only receive "related services," this is governed by statutory language. "Related services" are only those "required to assist a handicapped child to benefit from special education." (Section 602(17) of the Act.) If a child does not need special education, there can be no "related services," as that term is defined in the Act. However, section 121a.14 permits a State to define certain services as "special education," if those services are "specially designed instruction to meet the unique needs of a handicapped child." (This is taken from the definition of "special education" in section 602(16) of the Act.)

APPENDIX B

Prototypic Forms and Documentation for Various Child Count Procedures

TYPICAL CALENDAR OF CHILD COUNT ACTIVITIES

(October 1, 1978 Count)

Date	Activity
July 12, 1978	Memorandum/letter to LEAs and agencies informing Enumerator Supervisors of child count training
August 2, 1978	Child count training for Enumerator Supervisors
August 14, 1978	Data collection forms, Enumerator training package and LEA enumeration list developed
August 30, 1978	Forms mailed to all participating agencies
September 27, 1978	Complete training of Enumerators
October 1, 1978	Child count occurs
October 6, 1978	Counts submitted to Enumerator Supervisor
October 23, 1978	Counts submitted to Enumerator Coordinator
November 3, 1978	Prepare official total of counts
November 10, 1978	Get appropriate SEA signatures
November 20, 1978	Submit counts to BEH

Form No. _____

State Director of Special Education

TRANSMITTAL FORM

19__ Handicapped Child Count

a. Shipment No.	b. Date sent	c. No. of packages

d. Materials transmitted

☐ Enumerator Supervisor package ☐ Enumerator training package

☐ Other (Specify) _____

e. TO: Enumerator Supervisor

_____ (Name) _____ (ID No.)

FROM: Enumerator Coordinator

_____ (Name) _____ (ID No.) _____ (Phone no.)

I. MATERIALS SENT (Quantity)

Enumerator Supervisor		Enumerators			
Manual of Procedures	Training Report Form	Manual of Procedures	Data Collection Forms	Calendar of Events	Other (Specify)

II. DATA COLLECTION FORMS RETURNED

School, IEU, Inst. (1)	Form No. (2)	Enumerator (3)	Quantity (4)

SAMPLE

III. RECEIPT

1. Received by _____ 2. Date _____

3. Quantity specified ☐ Complete ☐ Incomplete (Explain in 5)

4. Forms returned ☐ All required ☐ Incomplete (Explain in 5)

5. Explanation of incomplete items in shipment

This form must be returned to the Enumerator Coordinator with data collection forms.

Page _____ of _____

Form No. _____

State Director of Special Education

TRAINING REPORT

_19__ Handicapped Child Count

a. District, Region (If appropriate | Code

b. Training location

c. Date d. Training dates _____ to _____

e. Training for

☐ Enumerator Supervisor ☐ Enumerator

☐ Other (Specify)_____

f. Trainer(s)

Name	Title

g. TRAINEES

Name	Enumeration Assignment (School building, District, LEA, IEU)	Notes

SAMPLE

h. Problems and their Resolution

Form No. _____

State Director of Special Education

DATA COLLECTION WORKSHEET
FOR PUBLIC SCHOOLS

19__ Handicapped Child Count

a. School

b. Enumerator

c. Report for (Check one)

☐ October 1 ☐ February 1

d. Children Receiving SEARS by Primary Disability Category

Age	MR	Hard of Hearing	Deaf	Speech Impaired	Visually Impaired	Seriously Emotionally Disturbed	Ortho. Impaired	Other Health Impaired	SLD
Less than 1*									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
e. TOTAL within category									

SAMPLE

f. TOTAL Unduplicated Count _____

*Data is required only for children 3 through 21 years inclusive, SEA may desire additional data.

g. Certification

I certify that these data represent an accurate and unduplicated count of handicapped children receiving special education and related services.

Date

Signature of Enumerator

Form No. _____

State Director of Special Education

DATA COLLECTION WORKSHEET
FOR PRIVATE SCHOOLS AND
OTHER APPROPRIATE AGENCIES

19__ Handicapped Child Count

a. School/Agency

b. Enumerator

Note: No children receiving PL89-313 funds or children whose tuition is paid by parents.

c. Report for (Check one)

☐ October 1 ☐ February 1

d. Children Receiving SEARS by Primary Disability Category

Age	MR	Hard of Hearing	Deaf	Speech Impaired	Visually Impaired	Seriously Emotionally Disturbed	Ortho. Impaired	Other Health Impaired	SLD
Less than 1*									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
e. TOTAL within category									

SAMPLE

f. TOTAL Unduplicated Count _____

*Data is required only for children 3 through 21 years inclusive, SEA may desire additional data.

g. Certification

I certify that these data represent an accurate and unduplicated count of handicapped children receiving special education and related services.

_____ _____

Date Signature of Enumerator

Form No. _____

State Director of Special Education

LEA SUMMARY

19__ Handicapped Child Count

a. District/Agency

b. Enumerator Supervisor

Note: No children receiving PL89-313 funds or children whose tuition is paid by parents.

c. Report for (Check one)

☐ October 1 ☐ February 1

d. Children Receiving SEARS by Primary Disability Category

Age	MR	Hard of Hearing	Deaf	Speech Impaired	Visually Impaired	Seriously Emotionally Disturbed	Ortho. Impaired	Other Health Impaired	SLD
Less than 1*									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
e. TOTAL within category									

SAMPLE

f. TOTAL Unduplicated Count _____

*Data is required only for children 3 through 21 years inclusive, SEA may desire additional data..

g. Certification

I certify that these data represent an accurate and unduplicated count of handicapped children receiving special education and related services.

_____ _____

Date Signature of Enumerator Supervisor

Form No. _____

Enumerator Coordinator's
LOG SHEET

19__ Handicapped Child Count

a. District

b. Enumerator Supervisor

LEA/IEU	Count Totals			Date Forms Received		Follow-up Procedure	Comments
	Oct. 1	Feb. 1	Average	Oct. Data Forms	Feb. Data Forms		

SAMPLE

Form No. _____

LOG OF FIELD PROBLEMS

19__ Handicapped Child Count

a. LEA/Agency

b. School

c. Enumerator

d. Enumerator Supervisor

Date	Problem	Discussed with	Resolution

SAMPLE

APPENDIX C

Examples of SEA Forms

STATE OF NEW MEXICO

DEPARTMENT OF EDUCATION — EDUCATION BUILDING

SANTA FE - 87501

December 30, 1976

LEONARD J. DE LAYO
RINTENDENT OF PUBLIC INSTRUCTION

M E M O R A N D U M

To: Local Education Agencies Superintendents
New Mexico School for the Deaf
New Mexico School for the Visually Handicapped
Los Lunas Hospital and Training School

From: Elie S. Gutierrez, Director, Division of Special Education

Subject: New Mexico Child Count - Public Law 94-142

- -

Enclosed are copies of the manuals and forms for each of your teachers and Agency Summary Sheets for A/B and/or C/D programs which should be compiled from the WORKSHEET(S) by the designated school official. In addition, an AGENCY SUMMARY ADM DISCREPANCIES JUSTIFICATION FORM, if necessary, should be submitted along with your AGENCY SUMMARY SHEET(S). ONLY ONE Agency Summary Sheet and ONE Discrepancies Justification Form should be submitted.

The State Department of Education, Division of Special Education, is forwarding the appropriate number of Count Manuals and Worksheets as identified by your District's Needs Assessment request to the Department of Finance and Administration, Public School Finance Division.

Should any questions arise or you need additional information, please contact the Division of Special Education at 827-2793, Santa Fe.

Again, thank you for your continued support.

ESG:hdp

Enclosures:

_____Manuals
_____Worksheets
_____Agency Summary

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Department of Specialized Educational Services
Programs for Exceptional Children
100 North First Street
Springfield, Illinois 62777

EXCEPTIONAL CHILDREN ANALYSIS

I. INTRODUCTION

On November 28, 1975, President Ford signed Public Law 94-142, The Education for All Handicapped Children Act. This law mandates the provision of a quality educational system to all handicapped children. The delivery of such a system will depend upon the development and implementation of regulations by the Illinois Office of Education that accurately address this legislation in relationship to the educational process.

Implicit in this legislation is a strict system of educational accountability. Since education is a life-long process, it is essential that educators identify where children "are" in a developmental sequence and where they "should be" so that appropriate individual written programs can be developed. Thus educators will be held accountable for their ability to move children through this sequence within predetermined time intervals. The new legislation, if implemented according to meaningful regulations, will enhance learning in all handicapped children.

In compliance with this mandate, the Department of Specialized Educational Services feels specific information must be available to meet the proposed guidelines. Data are needed for compliance with Public Law 94-142 to indicate priorities for those children not receiving an education and for those handicapped children within each disability category with the most severe handicaps who are receiving an inadequate education. Another area that Public Law 94-142 addresses is the need for data on the number of children currently being served by age, by category, and by type of service.

Not only does this public law concern itself with data collection on specific numbers of children, costs of programs, and projected needs: the State of Illinois, for other administrative reasons, needs these facts. These data are vital in projecting summer school costs, budget requests for the administration of special education and for meeting legislative demands.

It is imperative for this office to have information collected at the district level and be able to store and retrieve it at the state level for delivery to the Bureau of Education for the Handicapped.

As part of Public Law 94-142, The Education for All Handicapped Children Act, Section 617 (a) (1) (D) requires the United States Commissioner of Education to report to Congress, within a year of the date of enactment, the actual number of children within each state who are receiving special education and related services. Section 611 of Public Law 94-142 sets forth a new formula to determine allocations of Part B funds to the state and local educational agencies starting fiscal year 1978 based upon the number of handicapped children receiving special education and related services during the previous fiscal year. The form on the reverse side has been developed for the child count on October 1, 1976, and February 1, 1977.

II. PROCEDURES

For the State of Illinois to receive an accurate count of children receiving special education services, each director of special education will be coordinating the efforts for the child count activities to be completed at the LEA. The following process will be followed.

1. A complete package of forms and instructions will be sent to the special education directors who will then provide a sufficient supply of data collection forms to all special education teachers within the district or cooperatives/joint agreements.
2. The special education teacher will complete the requested information.
   a. Each child in a specific classroom must be recorded. Record child in categorical area that represents the child's primary disability by age group as of December 1, 1976.
   b. If the teacher has students from more than one district in the classroom, separate forms should be completed, making sure district name, number, and additional information is completed.
   c. After completing and signing the forms, the special education teacher will return forms to the director of special education.
3. The special education director completes the information pertaining to sources of funding and children assigned to other educational facilities, both of which are located at the bottom of the page. A separate form is completed for each district served by the director.
4. The director of special education is responsible for collecting the child count data in all public and private facilities in the district that provide educational programs to handicapped children. (This procedure is similar to that described in 1 and 2 above.)
   a. Forms are provided to special education teachers in facilities.
   b. Teachers complete forms (a separate form for each district represented in classroom).
   c. Forms are returned to the director of special education.
5. After the director of special education has checked the returned forms for required information (district name, number, etc.) and has signed each one, he/she must send forms to Programs for Exceptional Children Section, Illinois Office of Education by October 22, 1976.

We cannot stress enough the importance of accurately recording the requested information. For the State of Illinois and local Educational Agencies to receive the fullest possible funding for serving exceptional children, the child count must be an accurate unduplicated count of children served.

It is important that no children be counted before October 1, 1976. Questions pertaining to child count information should be directed to the Programs for Exceptional Children Section (Phone: (217) 782-0285 or (217) 782-0265). These forms must be completed and returned post marked no later than October 22, 1976. Return these forms by certified mail to:

Illinois Office of Education
Department of Specialized Educational Services
Programs for Exceptional Children Section
100 North First Street
Springfield, Illinois 62777

IOE 19-84 (8/76)

III. DEFINITIONS OF TERMS

1. Age: List the number of children found in each disability category by age. Use birth date as of December 1, 1976.

2. Cost of Materials and Equipment: DO NOT COMPLETE THIS INFORMATION

3. Cost of Overhead: DO NOT COMPLETE THIS INFORMATION

4. Total Unduplicated Child Count: The total number of children receiving special education services in that district.

5. Mentally Impaired: The child's intellectual development, mental capacity, adaptive behavior, and academic achievement are markedly delayed. Such mental impairment may be mild/moderate, severe, or profound.

5a. Trainable Mentally Handicapped: Mentally retarded individuals who are capable of only limited meaningful achievement in traditional basic academic skills, but who are capable of profiting from programs of training in self-care and simple job or vocational skills. Severely mentally retarded children or severely mentally retarded children with another major handicapping condition such as deaf, blind, or cerebral palsied will also be classified in this category.

5b. Educable Mentally Handicapped: The child's intellectual development, mental capacity, adaptive behavior and academic achievement are impaired. Such mental impairment may be mild and/or moderate.

6. Physically Handicapped/Crippled: The child exhibits a physical impairment, either temporary or permanent, which interferes with his/her learning and/or which requires adaptation of the physical plant.

7. Multiply Impaired: The child exhibits two or more impairments, severe either in nature or in total impact, which significantly affect his/her ability to benefit from the educational program. Children in early childhood generic programs may be listed in this category if the primary disability is unknown. Children in deaf/blind classrooms should not be listed in this area.

8. Learning Disabled: The child exhibits one or more deficits in the essential learning processes of perception, conceptualization, language, memory, attention, impulse control, or motor function.

9. Visually Impaired: The child's visual impairment is such that he/she cannot develop his/her educational potential without special services and materials.

10. Hard of Hearing: The child's residual hearing is not sufficient to enable him/her to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication. He/she may also exhibit a hearing loss which prevents full awareness of environmental sounds and spoken language, limiting normal language acquisition and learning achievement.

11. Deaf: Persons whose sense of hearing is non-functional for the ordinary purposes of life (inability to hear connected language with or without the use of amplification). This general group is made up of the congenitally deaf and the adventitiously deaf.

12. Deaf/Blind: Report data on children who are both deaf and blind under this category.

13. Speech and Language Impaired: The child exhibits deviations of speech and/or language processes which are outside the range of acceptable variation within a given environment and which prevent full social or educational development.

14. Educationally Handicapped: The child exhibits educational maladjustment related to social or cultural circumstances.

15. Behavioral Disordered: The child exhibits an affective disorder and/or adaptive behavior which significantly interferes with his/her learning and/or social functioning.

16. Other Health Impairment: The child exhibits a health impairment, either temporary or permanent, which interferes with his/her learning.

Sources of Funds for Children Assigned to Public Schools. These columns only require the total number of children. DO NOT break down by age.

17. 14-7.02a: List the number of children that are presently requiring extraordinary special education services and facilities.

18. 14-7.03: List the number of children that are receiving special education from orphanages, foster family homes, children's homes, or in-state housing units.

19. Homebound/Hospital: List the number of children that are receiving services because of home or hospital confinement.

Sources of Funds for Children Assigned to Other Educational Programs

20. 14-7.02: List the number of children attending private schools or private educational facilities.

21. Children in Facilities Operated by the Department of Corrections: List the number of children who are receiving educational services from correctional facilities.

22. Children in Private Facilities not Receiving Reimbursement: List the number of children receiving educational services in private facilities for which no reimbursement is obtained--based on the parents' decision to place a child in a nonpublic school facility when the school district has a program to fulfill the educational needs of the child.

23. Children in Parochial School: List the number of children receiving special educational services in a parochial setting.

24. Children in Facilities Operated by the Department of Children and Family Services: List the number of children who are not receiving a public school education but are placed in an educational program operated by DCFS.

25. Children in Facilities Operated by the Department of Mental Health/Developmental Disabilities: List the number of children who are not receiving a public school education but are placed in an educational program operated by DMH/DD.

C-6

DISTRICT/FACILITY NAME

TEACHER: District No. (13) | County No. (12) | Region No. (14)

CHILDREN: District No. (15-17) | County No. (15-20) | Region No. (19-20)

IEP: District No. (15-17) | County No. (15-20) | Region No. (19-20)

NAME OF TEACHER (Last, First, Middle) (20-47)

SOCIAL SECURITY NO. (48-56)

TOTAL UNDUPLICATED CHILD COUNT (57-59)

Section I

Age	MENTALLY IMPAIRED Trainable (16-17)	MENTALLY IMPAIRED Educable (18-19)	Physically Handicapped/Crippled (20-21)	Multiply Impaired (22-23)	Learning Disabled (24-25)	Visually Impaired (26-27)	Hard of Hearing (28-29)	Deaf (30-31)	Deaf/Blind (32-33)	Speech and Language Impaired (34-35)	Educationally Handicapped (36-37)	Behavioral Disordered (38-39)	Other Health Impairment (40-41)	
Less than 1														(42)
1														(43)
2														(44)
3														(45)
4														(46)
5														(47)
6														(48)
7														(49)
8														(50)
9														(51)
10														(52)
11														(53)
12														(54)
13														(55)
14														(56)
15														(57)
16														(58)
17														(59)
18														(60)
19														(61)
20														(62)
21+														(63)
Cost of Materials	$													
Cost of Overhead	$													

DISABILITIES

FOR USE ONLY

SOURCE OF FUNDS

ASSIGNED TO PUBLIC SCHOOLS

94-142 (64)	94-142 (65)	Homebound/ Hospital (66)

ASSIGNED TO OTHER EDUCATIONAL PROGRAMS

94-142 (67)	Children in Facilities Operated by the Dept. of Corrections (68-69)	Children in Private Facilities not Receiving Reimbursement (70-71)	Children in Parochial School (72-73)	Children in Facilities Operated by the Dept. of Children and Family Services (74-75)	Children in Facilities Operated by the Dept. of Mental Health/Developmentally Disabilities (76-77)

(78-80) (81)

I certify that these data represent an accurate and unduplicated count of handicapped children receiving special education and related services.

Date _____ Signature of Teacher _____

Date _____ Signature of Director _____

38

39

INSTRUCTIONS FOR COMPLETING REPORT ON RESIDENT HANDICAPPED CHILDREN WHO COULD BENEFIT FROM SPECIAL EDUCATION

GENERAL INSTRUCTIONS

1. Print in ink or type all information.
2. Report only resident handicapped children who have been professionally diagnosed by certificated or licensed personnel as per Rule 51.
3. Include name of school district, number, and county on each page submitted.
4. All information (columns 1 through 11) is required for every child included on the report. If more than one handicap, list primary handicap first. List additional handicap(s) on line(s) below the primary handicap. This report must be updated to reflect changes.
5. The school board official or district employee authorized by the board to verify the report should type or print his/her name and place his/her signature on the initial page submitted.
6. Number all pages on top right hand corner of form.
7. Place date report is being submitted on lower right hand corner of initial page.

SPECIFIC INSTRUCTIONS

1. Least Restrictive Environment (LRE) - Separate Instruction

   SPED 78 NH-2 contains a listing of the codes which are to be used for indicating the services received by the students. Use the first of these sheets which you are submitting within the Plan and Budget to describe the services which are available as part of your school district's special education program by placing a check mark in the space in front of each service which is available. This description needs to be done only on one SPED 78 NH-2 form.

2. Ward(s) of Court - Indicate as appropriate.

3. Non-Resident Tuition Student(s) - Indicate as appropriate.

4. NAME OR CODE: In listing the name or code of all handicapped children, please group children according to primary handicap. If listing by name, enter the last name first, then the first name and middle initial. (e.g. Doe, John Z.)

5,6,7. BIRTHDATE: Enter the month, day and year in that order. (e.g. November 10, 1957 = 11-10-57)

8. SEX: Check M for male and F for female.

9. PROGRAM ATTENDED - NAME OF SCHOOL BUILDING: Name specific school building child attends for special education program or services. (e.g. George Washington Elementary)

10. PROGRAM ATTENDED - NAME OF AGENCY OR SCHOOL DISTRICT: Name the agency or school district providing special education for the child. (e.g. ESU Y; Grove P.S.)

11. LEVEL OF PROGRAM: Check only one column. If the child is in an ungraded program, then also indicate whether the child should be considered as elementary or secondary.

12. CONDITION: Record all of the handicaps of the child that have been professionally verified as per Rule 51. (See General Instruction, Number 4 above)
    Use only the abbreviations listed below:

Educable Mentally Handicapped	EMH	Specific Learning Disability	SLD
Mentally Retarded	MR	Acoustically Handicapped	AH
Emotionally Disturbed	ED	Visually Handicapped	VH
Orthopedically Handicapped	OH	Defective in Speech	SH

13. DATE OF DIAGNOSIS: Specify date of most recent diagnosis for each handicapping condition listed by month and year. (e.g. April, 1977 = 4-77)

14. SERVICE RECEIVED: Specify the special education service received for each handicap. List an additional handicap(s) and service(s) on the next line(s) below the first entry (one handicap per line). For each handicap enter a code in the Service Received column. The codes to be entered in this column are located on SPED 78-NH-2. If a service(s) is not provided for any of the listed handicaps, enter the 61 code followed by the code for the service(s) needed.

EXAMPLE:

(4) NAME OR CODE	(12) CONDITION	(13) DATE OF DIAGNOSIS	(14) SERVICE RECEIVED
001	MR	4-77	08
		5-77	61-55

County_____ District No. _____ District Name_____ School Year_____ Page Number_____ 6-007

Official Mailing Address of School District_____

Street City Zip

Each resident handicapped child listed in this report has been diagnosed on the date(s) designated in accordance with Rule 51 by certificated or licensed personnel. Written parental or guardian approval for such professional diagnosis is on file with the district. Information on this form is confidential and access to individual child data is restricted according to State and Federal Statutes and Rules and Regulations thereof.

REPORT ON RESIDENT HANDICAPPED CHILDREN WHO COULD BENEFIT FROM SPECIAL EDUCATION

(2) Words of Court	(3) Non Resident Tuition Students	(4) NAME OR CODE	BIRTHDATE (5) MO	(6) DAY	(7) YR	SEX (8) M	F	PROGRAM ATTENDED (9) Name of School Building	(10) Name of Agency or School District	TYPE OF PROGRAM (11) Elem.	Sec.	Ungraded	(12) Condition	(13) Date of Diagnosis	(14) Service Received

I, as an officer of the school board or the district employee designated and authorized by the board, certify that to the best of my knowledge and belief the information herein submitted on_____ pages is accurate and represents the number of handicapped students verified in accordance with Rule 51 by certified or licensed personnel who were enrolled and receiving special education services as of the last Friday of September.

SIGNATURE_____ DATE SIGNED_____ TYPE OR PRINT NAME & POSITION_____

(Continued on Reverse Side)

SPED 78-NH-1

C-9

CODES

8-007

COLUMN NO. 1. LEAST RESTRICTIVE ENVIRONMENT

SERVICES DELIVERED WITHIN THE RESIDENT DISTRICT FACILITIES

___ 01 Consultative Services to the classroom teacher
___ 02 Aide or Special Reader Service only
___ 03 Special Education Placement (Level I)
___ 04 Special Education Placement (Level II) Up to 25% time
___ 05 Special Education Placement (Level II) Up to 50% time
___ 06 Special Education Placement (Level II) Up to 75% time
___ 07 Special Education Placement (Level II) Up to 100% time
___ 08 Full time Special Education Placement
___ 09 Full-time Special Education Placement within a detached facilitiy serving only handicapped students

PUBLIC SERVICES DELIVERED OUTSIDE RESIDENT SCHOOL DISTRICT PROGRAMS

___ 31 Program operated by another school district
___ 32 Day program operated by a servicing agency (ESU, OMR, St. Schools)
___ 33 Residential program (ESU, OMR, St. Schools)
___ 34 Out-of-state day program
___ 35 Out-of-state residential program
___ 36 Full-time enrollment in another school district with part-time special education placement

SERVICES DELIVERED WITHIN REGULAR NON-PUBLIC SCHOOL FACILITIES

___ 21 Consultative Services to the classroom teacher
___ 22 Aide or Special Reader service only
___ 23 Special Education Placement (Level I)
___ 24 Special Education Placement (Level III) Up to 25% time
___ 25 Special Education Placement (Level II) Up to 50% time
___ 26 Special Education Placement (Level II) Up to 75% time
___ 27 Special Education Placement (Level II) Up to 100% time
___ 28 Full time Special Education Placement

NON-PUBLIC SERVICES DELIVERED OUTSIDE RESIDENT SCHOOL DISTRICT PROGRAMS

___ 41 Day program
___ 42 Residential program
___ 43 Out-of-state program
___ 44 Out-of-state residential program

USE THE FOLLOWING DESIGNATIONS IF THEY REPRESENT THE *ONLY* SPECIAL EDUCATION SERVICES PROVIDED

___ 51 Home-school Liaison
___ 52 Orientation and Mobility Instruction—Visually Handicapped
___ 53 Homebound Instruction
___ 54 Home-school Telephone
___ 55 Physical Therapy
___ 56 Occupational Therapy
___ 57 Work-study

___ 61 Services needed but not available
___ 62 Other (Specify)

C-10

SPED 78-NH-2

CERTIFICATION STATEMENT FOR FEBRUARY 1, 1977 HANDICAPPED CHILD COUNT AS REQUIRED BY FEDERAL STATUTE (P.L. 94-142)

Please complete Section A, Section B, and Section C and return (with attached Update Form(s), if necessary) by February 18, 1977 to:

REFER TO DIRECTIONS ON REVERSE SIDE

Special Education Section
State Department of Education
301 Centennial Mall South-Sixth Floor
Lincoln, NE 68509

Section A

County_____ District No._____

District Name_____

Section B

Mark only ONE box:

☐ No change from Child Count submitted on October 1, 1976. No other forms need to be submitted.

☐ No resident handicapped children in the district as certified on the Statement of Assurances (SPED77-A) previously filed with the Department. No other forms need to be submitted.

☐ Changes have occurred since the October 1, 1976 Child Count was submitted. The changes for the February 1, 1977 Child Count are recorded on the attached SPED 77-NHU UPDATE FORM(S). The appropriate column has been checked noting additions or deletions.

Section C

Resident school age children receiving educational services through contracted agreements with Beatrice State Developmental Center (formerly Beatrice State Home) (BSDC); Nebraska Psychiatric Institute (NPI); Lincoln Regional Center (LRC); Nebraska School for the Deaf (NSD); Nebraska School for the Visually Handicapped (NSVH); Nebraska School for Trainable Retarded Children (NSTRC) are included in this report, but will be recorded and counted separately by the Department of Education.

I certify that to the best of my knowledge and belief the information herein submitted is accurate and represents the total unduplicated number of handicapped students verified in accordance with Rule 51-(4)(b) by certified or licensed personnel who were enrolled and receiving special education services as of February 1, 1977.

Officer of the School Board or district employee designated and authorized by the board verifying this report.

(TYPE OR PRINT NAME & POSITION)_____

(SIGNATURE)_____ (DATE)_____

REFER TO DIRECTION ON REVERSE SIDE

SPED77-CCC

DIRECTIONS FOR COMPLETING FEBRUARY FEDERAL CHILD COUNT AS PER P.L. 94-142

1. THIS UPDATED CHILD COUNT MUST BE TAKEN ON FEBRUARY 1, 1977.

2. Districts must complete the Certification Statement (SPED 77-CCC) for Child Count on reverse side of these Directions.

3. The pink Update Form (SPED 77-NHU) is only to include children added or deleted since October 1, 1976. Children included on the October 1, 1976 count and still receiving special education services do not need to be listed again.

4. Since this is an unduplicated count, list each child only once and group children on the Update Form according to the primary handicapping condition. All columns (1 through 11) must be completed to allow the child to be included in the count. For your convenience, directions for completing SPED 77-NHU are printed on the reverse side of the form.

5. If your district, is providing preschool programs for the handicapped, notify Harriet Egertson at the Department of Education, (402-471-2471), regarding procedures for including these children in your district's count.

6. Due date for all of the Child Count information is February 18, 1977 at the: Special Education Office
   Department of Education - Sixth Floor
   301 Centennial Mall South
   Lincoln, NE 68509

7. If you have further questions regarding this federally required child count, contact Mary Ann Losh or Karen Stevens in the Special Education Office, (402) 471-2471.

AGENCY OR FACILITY _____ MAILING ADDRESS _____ SCHOOL YEAR _____ PAGE NO. ___

Street City Zip

C-13

OCTOBER 1 REPORT ON HANDICAPPED CHILDREN AGED BIRTH - 21 RECEIVING SPECIAL EDUCATION SERVICES WHO ARE NOT CONTRACTED AND REPORTED BY PUBLIC SCHOOL DISTRICTS

(1) NAME OR CODE	BIRTHDATE (2) MO	(3) DAY	(4) YR	SEX (5) M	F	DISTRICT OF RESIDENCE (6) COUNTY	DIST. #	(7) Verification in Accordance with Rule 51-(4)(b) NO	YES	PRIMARY HANDICAP (8) Condition	(9) Service Received	SECONDARY HANDICAP (8) Condition	(9) Service Received

Information on this form is confidential and access to individual child data is restricted according to State and Federal Statutes and Rules and Regulations thereof.

I certify that to the best of my knowledge and belief the information herein submitted is accurate and represents the total unduplicated number of handicapped students who were enrolled and receiving special education services as of October 1, 1977

(TYPE OR PRINT NAME & POSITION OF AUTHORIZED OFFICIAL) _____

(SIGNATURE) _____ (DATE) _____

SPED 78-HC/NCF

CODES

SERVICES DELIVERED WITHIN THE RESIDENT DISTRICT FACILITIES

___ 01 Consultative Services to the classroom teacher
___ 02 Aide or Special Reader Service only
___ 03 Special Education Placement (Level I)
___ 04 Special Education Placement (Level II) Up to 25% time
___ 05 Special Education Placement (Level II) Up to 50% time
___ 06 Special Education Placement (Level II) Up to 75% time
___ 07 Special Education Placement (Level II) Up to 100% time
___ 08 Full-time Special Education Placement
___ 09 Full-time Special Education Placement within a detached facilitiy serving only handicapped students

PUBLIC SERVICES DELIVERED OUTSIDE RESIDENT SCHOOL DISTRICT PROGRAMS

___ 31 Program operated by another school district
___ 32 Day program operated by a servicing agency (ESU, OMR, St. Schools)
___ 33 Residential program (ESU, OMR, St. Schools)
___ 34 Out-of-state day program
___ 35 Out-of-state residential program
___ 36 Full-time enrollment in another school district with part-time special education placement

SERVICES DELIVERED WITHIN REGULAR NON-PUBLIC SCHOOL FACILITIES

___ 21 Consultative Services to the classroom teacher
___ 22 Aide or Special Reader service only
___ 23 Special Education Placement (Level I)
___ 24 Special Education Placement (Level III) Up to 25% time
___ 25 Special Education Placement (Level II) Up to 50% time
___ 26 Special Education Placement (Level II) Up to 75% time
___ 27 Special Education Placement (Level II) Up to 100% time
___ 28 Full-time Special Education Placement

NON-PUBLIC SERVICES DELIVERED OUTSIDE RESIDENT SCHOOL DISTRICT PROGRAMS

___ 41 Day program
___ 42 Residential program
___ 43 Out-of-state program
___ 44 Out-of-state residential program

USE THE FOLLOWING DESIGNATIONS IF THEY REPRESENT THE *ONLY* SPECIAL EDUCATION SERVICES PROVIDED

___ 51 Home-school Liaison
___ 52 Orientation and Mobility Instruction–Visually Handicapped
___ 53 Homebound Instruction
___ 54 Home-school Telephone
___ 55 Physical Therapy
___ 56 Occupational Therapy
___ 57 Work-study

___ 61 Services needed but not available
___ 62 Other (Specify)

Nebraska Department of Education

Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509

Telephone (402) 471-2295

MEMORANDUM

March 10, 1977

The Department of Education is required by Federal Statute (P.L. 94-142) to submit a certified count of all verified handicapped children who are receiving special education services on October 1, 1976 and February 1, 1977.

Our records indicate that your school district did not respond to the October Child Count. However, we did receive a February 1 Certification Statement indicating a "No Change" in status. I have assumed this means you currently have no resident handicapped children in your district. If this is incorrect, please notify me immediately.

Karen Stevens
(402) 471-2471
Special Education Section
State Department of Education
301 Centennial Mall South
Lincoln, NE 68509

KS:ps

Anne Campbell
Commissioner

State Board of Education

Frank E. Landis
President
521 Lincoln Building
Lincoln, Nebraska 68508

Dorothy Creigh
Vice President
1630 North Elm Avenue
Hastings, Nebraska 68901

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623 Service Life Building
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Oakland, Nebraska 68045

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731 South Jackson Street
Papillion, Nebraska 68046

Margaret Lockwood
1500 Gentry Boulevard
Gering, Nebraska 69341

Marilyn Fowler
1904 Plum Creek Lane
Lexington, Nebraska 68850

Harold O. Peterson
615 South 67th Avenue
Omaha, Nebraska 68106

Nebraska Department of Education

Mailing Address: Box 94987 • 301 Centennial Mall South • Lincoln, Nebraska 68509

Telephone (402) 471-2295

MEMORANDUM

March 16, 1977

The Department of Education is required by Federal Statute (P.L. 94-142) to submit a certified count of all verified handicapped children who are receiving special education services on October 1, 1976 and February 1, 1977. In January, we sent your school district the forms for the February 1 Child Count and requested a return by February 18, 1977. However, our records indicate that we have had no response from your district.

Nebraska will receive federal funds in school year 1977-78 based on the average of the two child counts taken this school year (1976-77). Failure to submit the February 1 Child Count could result in a financial loss of federal aid to the state since the average of the two counts will be used for determining allocation of funds. For example, an October 1 count of 30 students and non-submission of a February 1 count will result in allocation of federal funds based on only 15 students (30 + 0 ÷ 2 = 15).

I have enclosed duplicate forms in case your originals have been misplaced or lost. If you have had no changes in your program since the October Count, you need to mark the "no change" box on the yellow SPED77-CCC form, sign that sheet and send it to us. If there have been additions, deletions or status changes, these need to be recorded on the pink update sheet. Mark on the yellow sheet the "changes have occurred since October 1" box and mail both forms to us.

If you have any questions, please contact this office. Otherwise, a prompt return of these forms is necessary as the count must be completed by March 28, 1977. If your count is not in our office by that day, it can not be included.

Karen Stevens
(402) 471-2471
Special Education Section
Nebraska Department of Education
301 Centennial Mall, South; 6th Floor
Lincoln, Nebraska 68509

KS:hm

Anne Campbell
Commissioner

State Board of Education

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